

MASTER OF SCIENCE IN NURSING AND POST-MASTER'S CERTIFICATES /
NURSE PRACTITIONER AND HEALTHCARE MANAGEMENT

Fairfield University

GRADUATE PROGRAMS
School of Nursing

2004-2005

Information Directory

	Telephone No.
Fairfield University Switchboard.....	(203) 254-4000
Athletic Tickets	(203) 254-4103
Bookstore	(203) 254-4262
Box Office – Regina A. Quick Center for the Arts.....	(203) 254-4010
Bursar's Office (student accounts).....	(203) 254-4102
Career Planning Center	(203) 254-4081
Computing and Network Services Help Desk.....	(203) 254-4069
DiMenna-Nyselius Library	(203) 254-4044
Health Center	(203) 254-4000, ext. 2241
Housing	(203) 254-4215
Information Desk – John A. Barone Campus Center.....	(203) 254-4222
Leslie C. Quick Jr. Recreation Complex	(203) 254-4140
Registrar's Office (registration, transcripts).....	(203) 254-4288
Security (campus safety, parking).....	(203) 254-4090
Study Abroad Office	(203) 254-4332

The School of Nursing Graduate Program

Fairfield University
School of Nursing
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Fairfield, CT 06824-5195
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Applications available from:

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Fairfield University
Canisius Hall, Room 302
1073 North Benson Road
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Website: www.fairfield.edu

The Fairfield University School of Nursing Graduate Program catalog is printed annually. However, updates to programs, policies, and courses may be made after the catalog has been published. Please refer to the University's website, www.fairfield.edu for current information.

SCHOOL OF NURSING GRADUATE PROGRAM

Master of Science in Nursing and
Post-Master's Certificate Program

Practitioner:

Adult Nurse Practice

Family Nurse Practice

Psychiatric Nurse Practice

Healthcare Management

2004-2005

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School of Nursing

2004-05 ACADEMIC CALENDAR

Fall 2004

Aug. 2-24	Registration advisement (by advisor appointment)
Aug. 24	University Back to Campus Day
Sept. 8	Classes begin
Oct. 1	Deadline for submission of summer practicum applications
Oct. 11	Columbus Day – University holiday
Oct. 22	Degree cards due for January graduation
Oct. 22	Deadline for make-up of summer '04 Incompletes
Nov. 15-19	Advisement and pre-registration for spring '05 with advisors
Nov. 24 – Nov. 28	Thanksgiving recess
Nov. 29	Classes resume
Dec. 23	Last day of classes

Winter Intersession 2005

Jan. 6 - Jan. 15	Intersession classes
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Spring 2005

Jan. 10	Registration week (by advisor appointment)
Jan. 17	Martin Luther King Jr. Day – University holiday
Jan. 18	Classes begin
Feb. 1	Deadline for submission of fall practicum applications
Feb. 18	Degree cards due for May graduation
Feb. 21	President's Day – University holiday
March 7 – March 11	Spring recess
March 14	Classes resume
March 16	Deadline for make-up of fall '04 Incompletes
March 25 - March 27	Easter recess
March 28	Classes resume
May 2 - May 6	Registration week for summer '05 (by advisor appointment)
May 1	Deadline for submission of spring '06 practicum applications
May 9	Last day of classes
May 22	55th Commencement

Fairfield University Mission

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values and a sense of social responsibility. Jesuit education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every human person. As a Catholic university it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity that their membership brings to the University community.

Fairfield educates its students through a variety of scholarly and professional disciplines. All of its schools share a liberal and humanistic perspective and a commitment to excellence. Fairfield encourages a respect for all the disciplines – their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. The liberally educated person is able to assimilate and organize facts, to evaluate knowledge, to identify issues, to use appropriate methods of reasoning, and to convey conclusions persuasively in written and spoken word. Equally essential to liberal education is the development of the aesthetic dimension of human nature, the power to imagine, to intuit, to create, and to appreciate. In its fullest sense liberal education initiates students at a mature level into their culture, its past, its present, and its future.

Fairfield recognizes that learning is a lifelong process and sees the education that it provides as a foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education that will extend to the broad range of areas to which they have been introduced in their studies.



As a community of scholars, Fairfield gladly joins in the broader task of expanding human knowledge and deepening human understanding, and to this end it encourages and supports the scholarly research and artistic production of its faculty and students.

Fairfield has a further obligation to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole. Faculty and students are encouraged to participate in the larger community through service and academic activities. But most of all, Fairfield serves the wider community by educating its students to be socially aware and morally responsible persons.

Fairfield University values each of its students as an individual with unique abilities and potentials, and it respects the personal and academic freedom of all its members. At the same time, it seeks to develop a greater sense of community within itself, a sense that all of its members belong to and are involved in the University, sharing common goals and a common commitment to truth and justice, and manifesting in their lives the common concern for others which is the obligation of all educated, mature human beings.

Fairfield University

A comprehensive liberal arts university built upon the 450-year-old Jesuit traditions of scholarship and service, Fairfield University is distinguished by sound academics, collegiality among faculty and students, and a beautiful, 200-acre campus with views of Long Island Sound.

Since its founding in 1942 by the Society of Jesus (the Jesuits), the University has grown from an all-male school serving 300 to a competitively ranked coeducational institution serving 3,300 undergraduate students and more than 1,000 graduate students, plus non-traditional students enrolled in University College.

In addition to 32 undergraduate majors, Fairfield offers full- and part-time graduate programs through its College of Arts and Sciences, its Charles F. Dolan School of Business, and its schools of Engineering, Graduate Education and Allied Professions, and Nursing. Graduate students earn credentials for professional advancement while benefiting from small class sizes, opportunities for real-world application, and the resources and reputation of a school consistently ranked among the top regional universities in the North by *U.S. News & World Report*.

In the past decade, more than two dozen Fairfield students have been named Fulbright scholars, and the University is among the 12 percent of four-year colleges and universities with membership in Phi Beta Kappa, the nation's oldest and most prestigious academic honor society.

Undergraduate students represent 35 states and more than 30 countries.

Fairfield is located one hour north of New York City at the center of a dynamic corridor populated by colleges and universities, cultural and recreational resources, and leading corporate employers. Its recently renovated and expanded facilities include the Rudolph F. Bannow Science Center, the John A. Barone Campus Center, and the DiMenna-Nyselius Library.

The third youngest of the 28 Jesuit universities in the United States, Fairfield has emerged as an academic leader well positioned to meet the needs of modern students. More than 60 years after its founding, the University's mission remains the same: To educate the whole person, challenging the intellectual, spiritual, and physical potential of all students.

In the spirit of its Jesuit founders, Fairfield University extends to its graduate students a myriad of resources and services designed to foster the intellectual, spiritual, and physical development.

STUDENT SERVICES

To access those services, graduate students are required to obtain a StagCard, the University's official identification card. The StagCard office is located in Gonzaga Hall, Room 10. Graduate students need a valid driver's license and an official course schedule to obtain a StagCard. Office hours are: Monday, Wednesday, Thursday, and Friday from 8:30 a.m. to 4:30 p.m.; Tuesday from 11 a.m. to 7 p.m.

NOTE: Summer hours may vary from those listed in this catalog. Please contact the University to confirm office hours.

The *DiMenna-Nyselius Library* combines the best of the traditional academic library with the latest access to print and electronic resources. It is the intellectual heart of Fairfield's campus and its signature academic building.

Carrels, leisure seating, and research tables provide study space for up to 900 individual students, while groups meet in team rooms or study areas, or convene for conversation in the 24-hour cybercafé. Other resources include a 24-hour, open-access computer lab with Macintosh and Intel-based computers; a second computer lab featuring Windows-based computers only; two dozen multimedia workstations; an electronic classroom; a 90-seat multimedia auditorium; photocopiers, microform readers, and printers; and audiovisual hardware and software. Workstations for the physically disabled are available throughout the library.

The library's collection includes more than 318,000 bound volumes, 1,800 journals and newspapers, 12,000 audiovisual items, and the equivalent of 101,000 volumes in microform. To borrow library materials, students must present a StagCard at the Circulation Desk. Students can search for materials using an integrated library system and online catalog. The catalog may also be accessed from any desktop on or off campus at <http://library2.fairfield.edu>. From this site, students use their StagCard number and a pin code to access their accounts, read full-text journal articles from more than 100 databases, submit interlibrary loan forms electronically, or contact a reference librarian around the clock via e-mail or "live" chat.

During the academic year, the library is open Monday through Thursday, 7:45 a.m. to midnight; Friday, 7:45 a.m. to 10:30 p.m.; Saturday, 9 a.m. to 9 p.m.; and Sunday, 10:30 a.m. to midnight.

The *Rudolph F. Bannow Science Center's* 44,000-square-foot addition, completed in 2002, houses advanced instructional and research facilities that foster the development of science learning communities, engage students in experiential learning, and invite collaborative faculty and student research in biology, chemistry, computer science, mathematics, physics, and psychology. The original building underwent complementary renovations.



Fairfield's computing services are state-of-the-art. High-speed fiber-optic cable, with transmission capabilities of 100 megabits per second, connects classrooms, residence hall rooms, and faculty and administrative offices, providing access to the library collection, e-mail, various databases, and other on-campus resources.

Nineteen computer labs, supported by knowledgeable lab assistants and open 14 hours a day for walk-in and classroom use, offer hardware and software for the Windows and Macintosh environments. All campus buildings are connected to the Internet, and all residence hall rooms have Internet connections, cable television, and voicemail. Students are issued individual accounts in StagWeb, a secure website where they can check e-mail, register for courses, review their academic and financial records, and stay tuned to campuswide announcements.

Computing and Network Services, located on the second floor of Dolan Commons, provides lab support, technical advice, classroom technology applications, and personal Web page assistance. Office hours are 8:30 a.m. to 4:30 p.m. The SCT Help Desk, located on the second floor of Dolan Commons, assists with questions related to StagWeb.

The **Career Planning Center**, located in the Barone Campus Center, is open to graduate students and offers career information, job listings, counseling services, and specific data on the current job market. The center also invites major employers to recruit on campus. Graduate students who wish to leverage their master's degrees in a career transition should meet with the director of career planning one year prior to graduation. Graduate students enrolled in the Charles F. Dolan School of Business should first consult with the business school's associate dean.

The **Campus Ministry** team nourishes a faith community on campus, taking seriously its unique role in expressing the University's Catholic and Jesuit identity. The team, composed of pastoral ministers, laypeople,

and a council of 18 student leaders, provides counseling and spiritual direction, fosters prayer life, conducts liturgies and retreats, trains students as lectors and Eucharistic ministers, and coordinates interfaith and ecumenical events.

Service learning opportunities give students a chance for reflection as they work and live alongside people of different backgrounds. Students may apply for immersion experiences in Ecuador, Nicaragua, Mexico, and Haiti, as well as trips closer to home in Kentucky, Maine, and Connecticut. Each year, hundreds of students participate in Campus Ministry or community service events.

Campus Ministry is housed in the Rev. Pedro Arrupe, S.J., Campus Ministry Center on the lower level of the **Egan Chapel of St. Ignatius Loyola**. Mass is held daily in the chapel during the lunch hour, on some weeknights, and twice on Sundays.

The **Regina A. Quick Center for the Arts** serves as a cultural hub and resource for the University and surrounding towns, offering popular and classical music programs, dance, theatre, and outreach events for young audiences. The center consists of the 740-seat Aloysius P. Kelley, S.J. Theatre, the smaller Lawrence A. Wien Experimental Theatre, and the Thomas J. Walsh Art Gallery. Tickets to Quick Center events are available to graduate students at a discounted price. For a calendar of events, visit www.quickcenter.com.

In addition, various departments schedule exhibitions, lectures, and dramatic programs throughout the academic year. These events are open to all members of the University community and many are free of charge.

The **John A. Barone Campus Center**, which was extensively renovated in 2001, is the social focal point of University activities and offers students a place to relax, socialize, or study during the day. Students can sip cappuccino at Jazzman's CyberCafé, shop at the University bookstore, watch deejays for the campus radio station, WVOF-FM 88.5, at work in their new glass-enclosed studio, or grab meals at one of two dining facilities. The center is open 24 hours from Sunday through Thursday and from 7 a.m. to 1 a.m. on Fridays and Saturdays. Call the Campus Center between 9 a.m. and 9 p.m. for bookstore and dining hall hours.

Fairfield is a Division I member of the National Collegiate Athletic Association and competes in conference championship play as a charter member of the Metro Atlantic Athletic Conference. The men's and women's basketball teams play at Bridgeport's Arena at Harbor Yard, considered one of the top facilities in collegiate basketball. Discounted tickets for **Fairfield Stags** games are available to graduate students. For tickets or other information, call the athletic box office or visit www.fairfieldstags.com. In addition, competitions in soccer, lacrosse, and other sports are held on campus and are free of charge to graduate students.



The **Leslie C. Quick Jr. Recreation Complex**, a multi-purpose facility also known as the Quick RecPlex, features a 25-meter, eight-lane swimming pool; a field house for various sports; a whirlpool; saunas in the men's and women's locker rooms; and racquetball courts. Other amenities are two cardio theatres, a weight room, and group fitness courses. The Department of Recreation also oversees the outdoor tennis, basketball, and sand volleyball courts as well as two temporary, portable ice-skating rinks. Graduate students may join the Quick RecPlex on a per semester basis by presenting a current StagCard. For membership information and hours, call the Quick RecPlex office.

The **Department of Public Safety** is responsible for the safety of people and property on campus. Officers conduct around-the-clock patrols by bike, foot, and vehicle, and investigate and report violations of state, federal, and University regulations. In addition, officers are trained to provide emergency first aid and are considered supplemental first responders for the town of Fairfield. The department provides a report of its policies and procedures, along with annual campus crime statistics. To receive a copy, contact the department. Violations of University regulations that require immediate attention should be reported to the public safety office, which is located on the ground floor of Loyola Hall, Room 2. Public Safety officers also oversee the flow of traffic on campus and enforce parking regulations.

Parking on Campus

A vehicle registration fee is included with tuition for graduate students. Vehicles must display a valid registration decal and be parked properly in designated areas. To register a vehicle, students must fill out and submit the online permit application available on StagWeb. Students then bring a printed copy of the online application, with their StagCard and vehicle registration, to the Public Safety office. A pamphlet explaining traffic and parking regulations is available there. Unauthorized vehicles parked in fire lanes, handicapped spaces, or service vehicle spots are subject to fines and may be towed at the owner's expense. Vehicles of handicapped persons must display an official campus or state handicapped permit.

Accreditation

Fairfield University is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Additional accreditations include:

- AACSB International – The Association to Advance Collegiate Schools of Business
Charles F. Dolan School of Business
- Accreditation Board for Engineering and Technology
Electrical Engineering program
Mechanical Engineering program
- Commission on Accreditation of Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy (AAMFT)
Marriage and Family Therapy program
- Connecticut State Department of Higher Education Council for Accreditation of Counseling and Related Educational Programs (CACREP)
Counselor Education programs
- Commission on Collegiate Nursing Education
Undergraduate Nursing programs
Graduate Nursing programs
School of Nursing

Program approvals include:

- Connecticut State Department of Higher Education
Elementary and Secondary Teacher certification programs
Graduate programs leading to certification in specialized areas of education
School of Nursing programs
- Connecticut State Board of Examiners for Nursing
Undergraduate Nursing programs
Graduate Nursing programs

The University holds memberships in:

- AACSB International – The Association to Advance Collegiate Schools of Business
- American Association of Colleges for Teacher Education
- American Association of Colleges of Nursing
- American Council for Higher Education
- American Council on Education
- ASEE – American Society for Engineering Education
- Association of Catholic Colleges and Universities
- Association of Jesuit Colleges and Universities
- Connecticut Association of Colleges and Universities for Teacher Education
- Connecticut Conference of Independent Colleges
- Connecticut Council for Higher Education
- National Association of Independent Colleges and Universities
- National Catholic Educational Association
- National League for Nursing
- New England Business and Economic Association

ACADEMIC POLICIES AND GENERAL REGULATIONS

Academic Advising; Curriculum Planning

Specialty Track Directors advise all fully matriculated students in their respective tracks. The Assistant Dean advises all non-matriculated students. Students must meet with their advisor during their first semester of enrollment to plan a program of study. The advisor must be consulted each subsequent semester regarding course selection, and the advisor's signature of approval on the University registration form is required. Students must register no later than one week prior to the first day of class.

Student Programs of Study

All programs of study must be planned with an advisor. In granting approval, the advisor will consider the student's previous academic record and whether or not the prerequisites set forth for the specific program have been met. Should a student wish to change his or her track or concentration, this request must be made in writing and approved by the advisor and the dean.

Academic Freedom

Fairfield University endorses full academic freedom as an essential prerequisite to our quest for truth and its free exposition. We encourage students and faculty to engage in free discussion and inquiry. In addition, we recognize that academic freedom carries with it correlative academic responsibilities. Thus, in our pursuit of excellence and truth, we must also hold to standards of intellectual honesty and objectivity.

Honor Code

Fairfield University's primary purpose is the pursuit of academic excellence. All members of the Fairfield University community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. This is possible only in an atmosphere where discovery and communication of knowledge are marked by scrupulous, unqualified honesty. Therefore, it is expected that all students taking classes at the University adhere to the following Honor Code:

"I understand that any violation of academic integrity wounds the entire community and undermines the trust upon which the discovery and communication of knowledge depends. Therefore, as a member of the Fairfield

University community, I hereby pledge to uphold and maintain these standards of academic honesty and integrity."

Academic Dishonesty

Students are sometimes unsure of what constitutes academic honesty. In all academic work, students are expected to submit materials that are their own. Examples of dishonest conduct include but are not limited to:

- Cheating, such as copying examination answers from materials such as crib notes or another student's paper.
- Collusion, such as working with another person or persons when independent work is prescribed.
- Inappropriate use of notes.
- Falsification or fabrication of an assigned project, data, results, or sources.
- Giving, receiving, offering, or soliciting information in examinations.
- Using previously prepared materials in examinations, tests, or quizzes.
- Destruction or alteration of another student's work.
- Submitting the same paper or report for assignments in more than one course without the prior written permission of each instructor.
- Appropriating information, ideas, or the language of other people or writers and submitting it as one's own to satisfy the requirements of a course – commonly known as plagiarism. Plagiarism constitutes theft and deceit. Assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources or from other students and submitted as one's own original work will be considered plagiarism.
- Unauthorized recording, sale, or use of lectures and other instructional materials.

In the event of such dishonesty, professors are to award a grade of zero for the project, paper, or examination in question, and may record an F for the course itself. When appropriate, expulsion may be recommended. A notation of the event is made in the student's file in the academic dean's office. Any faculty member encountering an academic offense such as, but not limited to, those listed above will file a written report with his or her dean, indicating reasons for believing the student has committed an academic offense, and indicating the proposed academic sanction. The student will receive a copy. (If the student is in a school other than that of the faculty member, a copy will be sent to the dean of the student's school.) The student may, within 30 days fol-



lowing receipt of the faculty member's letter, request that the dean investigate the allegations and meet with the party or parties involved. The dean will issue a written determination within two weeks of the meeting, with copies to the student(s) and to the professor. If the student requests an appeal to the academic vice president, an academic dishonesty advisory committee will be convened.

University Course Numbering System

Undergraduate

01-99	Introductory courses
100-199	Intermediate courses without prerequisites
200-299	Intermediate courses with prerequisites
300-399	Advanced courses, normally limited to juniors and seniors, and open to graduate students with permission

Graduate

400-499	Graduate courses, open to undergraduate students with permission
500-599	Graduate courses



Normal Academic Progress

Academic Load

A full-time student will carry nine or more credits during the fall or spring semester. Twelve credits is the normal maximum load permitted. During summer sessions, full-time students are permitted to carry a maximum load of nine credits.

Academic Standards

Students are required to maintain satisfactory academic standards of scholastic performance. To remain in good academic standing, a student must achieve a 3.0 cumulative quality point average. A student must earn the minimum passing grade of B- (2.67 quality points) in all courses to continue in the program. Students earning less than a B- must repeat the course.

Auditing

A student who wishes to audit a graduate course may do so only in consultation with the course instructor and approval of the dean. No record of class attendance, participation, or grades will be kept. The tuition for auditing is one-half of the credit tuition. Students may not audit a clinical or laboratory course. Conversion from audit to credit status will be permitted only before the third class and with the permission of the course instructor.

Independent Study

The purpose of independent study at the graduate level is to broaden a student's knowledge in a specific area of interest. Students must submit a preliminary proposal with the Independent Study Application form, which is available in the dean's office. Written approval is required from the project advisor and the dean. Frequent consultation with the project advisor is required. Students may earn from one to five credits for an independent study course.

Time to Complete Degree

Students are expected to complete all requirements for MSN programs and graduate within a period of five years from the date of enrollment in the first course. Post-master's certificate students are expected to complete all requirements within three years. Each student is expected to make some annual progress toward the degree or certificate to remain in good standing. If not completed within the time limits, the student's academic plan is re-evaluated in terms of the curriculum currently in effect, and the student advised of any additional requirements for graduation. A student who elects to take a leave of absence must submit a written request to the dean. If education is interrupted, a student must apply for reinstatement/readmission (please see Readmission).

Applications for and Awarding of Degrees

All students must file an application for the master's degree in the dean's office by the published deadline. Graduate students must successfully complete all requirements for the degree in order to participate in commencement exercises. Refer to the calendar for the degree application deadline.

Graduation and Commencement

Diplomas are awarded in January, May, and August (see calendar for application deadlines). Students who have been awarded diplomas in the previous August and January, and those who have completed all degree requirements for May graduation, are invited to participate in the May commencement ceremony. Graduate students must successfully complete all requirements for the degree in order to participate in commencement.

Clinical Practica; Health and Professional Requirements; Certification

Practicum Application

All students who plan to enroll in practica courses must complete the application form **one semester prior to the semester in which they wish to enroll**. Application packets are available in the School of Nursing office. Deadlines are **May 1** for a following spring enrollment, **Oct. 1** for a summer enrollment, and **Feb. 1** for a fall enrollment. No contracts will be initiated with affiliating agencies until a complete practicum application is on file. Students registering late are not assured placement; thus, progression in the program may be hindered. Due to contractual and insurance limitations, (1) all clinical hours must be completed within the official course timeframe, and (2) an *Incomplete* will not be granted for practicum courses.

Health and Professional Requirements

All students in the MSN and post-master's certificate programs must provide proof of current Connecticut RN licensure and, if born after 12/31/56, documentation of measles and rubella upon application to the program. In addition, students must provide documentation of the following health and professional requirements with their practicum packet:

- Current Connecticut RN license.
- Cardiopulmonary Resuscitation. Healthcare Provider (American Heart Association) or Professional Rescuer (American Red Cross) is the minimum requirement. Please note that the American Heart Association certifies for two years. Students must remain certified throughout the program.
- Malpractice insurance.
- OSHA certification. Fairfield University School of Nursing OSHA training requirements must be met each year prior to clinical practica.
- Annual physical examination and non-reactive Mantoux test.
- Immunizations. Proof of immunization/titre must be provided for hepatitis B, measles, mumps, rubella, varicella, and diphtheria-tetanus.

Arrangements for clinical practica will not be made until all health and professional requirements are met and documentation is on file.

Certification

The MSN degree fulfills the academic requirements toward certification by the American Nurses Credentialing Center. The ANCC offers examinations for certification in the following areas: adult nurse practitioner, family nurse practitioner, adult psychiatric nurse practitioner, and nursing administration, advanced. Those completing a practitioner track are eligible to apply to ANCC to take the exam immediately after graduation. Healthcare management students completing the program meet academic requirements for certification and must contact ANCC regarding work experience requirements prior to applying for certification.

Practitioner certification provides the necessary credentials to apply for and receive an Advanced Practice Registered Nurse license in the state of Connecticut. An APRN is required in Connecticut for nurses to have prescriptive privileges and receive third-party reimbursement. Practitioner students receive 546-588 hours of clinical experience during the practica courses. Healthcare management students receive 252 hours of practica experience.

Students who already have a master's degree in nursing and complete the post-master's certificate program option are also eligible to take the ANCC examination in their respective specialty.

Complete details and an ANCC application form may be requested online at: www.nursingworld.org/ancc/index.htm, by e-mail at ANCC@ana.org, or by calling (800) 284-2378.

Grading System

Grades; Academic Average

The work of each student is graded on the following basis:

A	Excellent
B	Good
C	Fair
F	Failed
I	Incomplete
P	Pass
W	Withdrew without penalty

The symbol + suffixed to the grades of B and C indicates the upper ranges covered by those grades. The symbol - suffixed to the grades A, B, and C indicates the lower ranges covered by those grades.

The grade of incomplete is given at the discretion of individual professors. All coursework must be completed within 30 days after the last class in the course for which a student has received an incomplete grade, after which the I becomes an F. Pass or Fail grades are used in a limited number of courses.

No change of grade will be processed after a student has graduated. Any request for the change of an earned letter grade is at the discretion of the original teacher of the course and must be recommended in writing to the dean by the professor of record within one calendar year of the final class of the course or before graduation, whichever comes first.

A student may request an extension of the one-year deadline from the dean of their school if he or she can provide documentation that extenuating circumstances warrant an extension of the one-year deadline. Such an extension may be approved only if the professor of record agrees to the extension and an explicit date is stipulated by which the additional work must be submitted.

A change of an incomplete grade follows the established policy.

A student who elects to withdraw from a course must obtain written approval from the dean. Refunds will not be granted without written notice. The amount of tuition refund will be based upon the date the notice is received. Fees are not refundable unless a course is canceled.

Each grade has a numerical value as follows:

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
F	0.00

Multiplying a grade's numerical value by the credit value of a course produces the number of quality points earned by a student. The student's grade point average is computed by dividing the number of quality points earned by the total number of credits completed, including failed courses. The average is rounded to the nearest second decimal place.

Incomplete

The grade of Incomplete is given at the discretion of the individual professor, who also has the right to specify the deadline for completion of any missing coursework. The maximum time for completion of missing coursework will be 30 days after the beginning of the next regular semester, after which time the Incomplete becomes a fail. However, nursing courses are sequential, and many are prerequisites to other courses. Students may not progress with an Incomplete in a prerequisite course. In addition, due to contractual and insurance limitations, Incompletes will not be granted for practicum courses. Any Incomplete grade(s) must be resolved before Special Student admission applications can be processed.

Transfer of Credit

Transfer of credit from another approved institution of higher learning will be allowed if it is graduate work done after the completion of a bachelor's program and completed prior to entering Fairfield University.

No more than six credits may be transferred. Transfer credit will be considered for graduate coursework earned with a grade of B or better. An official transcript of the work done must be received before a decision will be made on approving the transfer.

Scholastic Honors

Graduation with Honors

Honors at graduation are awarded for the following weighted grade point averages:

Summa cum laude	3.85
Magna cum laude	3.70
Cum laude	3.50

Sigma Theta Tau

Membership in Sigma Theta Tau, the International Honor Society of Nursing, is an honor conferred upon nurses and nursing students who have demonstrated excellence in and commitment to nursing. The criteria

for induction of graduate students are as follows:

1. Completion of one-fourth of graduate coursework by the end of the spring semester.
2. An overall grade point average of at least 3.5 at the end of the spring semester for all courses taken at Fairfield University.

The Fairfield chapter, Mu Chi, was established in 1992 and currently includes more than 500 students and alumni of the School of Nursing.

Disruption of Academic Progress

Academic Probation/Dismissal

A student whose overall grade point average falls below 3.00 in any semester is placed on probation for the following semester. If the overall grade point average is again below 3.00 at the end of that semester, the student may be dismissed. Any student who earns less than a B- twice may not be allowed to continue in the program.

Withdrawal

Students who wish to withdraw from a single course, all courses, or the School, must submit a written statement of their intention to the appropriate dean for approval. Failure to attend class or merely giving notice to an instructor does not constitute an official withdrawal and may result in a penalty grade(s) being recorded for the course(s). In general, course withdrawals are not approved after the sixth scheduled class. In extreme cases, exceptions may be approved by the dean.

Readmission

All students who interrupt their education for more than 12 successive months must be reinstated. Requests for reinstatement may be made by letter to the dean at least one month prior to enrollment in courses. If a student has been inactive for 24 months or longer, it will be necessary to submit a new application for admission to graduate programs. A review of past work will determine the terms of readmission.

Students who receive a master's degree from Fairfield University and who want to begin programs leading to a post-master's certificate are required to file a new application of admission.

Academic Grievance

Procedures for review of academic grievances protect the rights of students, faculty, and the University by providing mechanisms for equitable problem solving.

A grievance is defined as a complaint of unfair treatment for which a specific remedy is sought. It excludes circumstances that may give rise to a complaint for which explicit redress is neither called for nor sought, or for which other structures within the University serve as an agency for resolution.

Academic grievances relate to procedural appeals or to academic competence appeals, or to issues of academic dishonesty. Procedural appeals are defined as those seeking a remedy where no issue of the quality of the student's work is involved. For example, a student might contend that the professor failed to follow previously announced mechanisms of evaluation.

Academic competence appeals are defined as those seeking a remedy because the evaluation of the quality of a student's work in a course is disputed. Remedies would include but not be limited to awarded grade changes, such as permission to take make-up examinations or to repeat courses without penalty.

Academic dishonesty appeals are defined as those seeking a remedy because of a dispute over whether plagiarism or cheating occurred. Remedies would include but not be limited to removal of file letter, change of grade, or submitting new or revised work.

The procedures defined here must be initiated within one semester after the event that is the subject of the grievance.

Informal Procedure

Step one: The student attempts to resolve any academic grievance with the faculty member, department chair, or other individual or agency involved. If, following this initial attempt at resolution, the student remains convinced that a grievance exists, she or he advances to step two.

Step two: The student consults the chair, or other individuals when appropriate, bringing written documentation of the process up to this point. If the student continues to assert that a grievance exists after attempted reconciliation, he or she advances to step three.

Step three: The student presents the grievance to the dean of the school in which the course was offered, bringing to this meeting documentation of steps one and two. If the dean's attempts at mediation prove unsuccessful, the student is informed of the right to initiate formal review procedures.

Formal Procedure

Step one: If the student still believes that the grievance remains unresolved following informal procedures, she or he initiates the formal review procedure by making a written request through the dean of the school in which the course was offered for a formal hearing in the academic vice president's office. Such a request should define the grievance and be accompanied by documentation of completion of the informal process. It should also be accompanied by the dean's opinion of the grievance.

Step two: The academic vice president determines whether the grievance merits further attention. If not, the student is so informed.

If, however, the grievance does merit further attention, the academic vice president determines whether it is a procedural, competence, or academic dishonesty appeal.

- If it relates to a procedural matter, the academic vice president selects a dean (other than the dean of the involved school) to chair a grievance committee.
- If it relates to an academic competence matter, the academic vice president requests from the dean involved the names of two outside experts to serve as a consultant panel in determining the merit of the student's grievance.
- If it relates to academic dishonesty, the academic vice president will convene a committee comprised of a dean and two faculty from outside the department in which the course was offered to review the material and the sanctions.

In addition, in some instances it may be possible for the academic vice president to settle the grievance.

Step three: For procedural appeals, the grievance committee takes whatever steps are deemed appropriate to render a recommendation for resolving the grievance. The committee adheres to due process procedures analogous to those in the Faculty Handbook.

For competence appeals, the academic vice president contacts the outside panel members and requests that they review the case in relation to its content validity.

For academic honesty appeals, the academic vice president will request that the committee present a written report of their findings relating to the validity of the charge and the sanctions.

Step four: The recommendation from either the grievance committee or the panel is forwarded to the academic vice president in written form, accompanied, if necessary, by any supporting data that formed the basis of the recommendation.

Step five: The academic vice president renders a final and binding judgment, notifying all involved parties. If the grievance involves a dispute over a course grade given by a faculty member, the academic vice president is the only University official empowered to change that grade, and then only at the recommendation of the committee or panel.

Transcripts

Graduate transcript requests should be made in writing to the University Registrar's Office in Canisius Hall. There is a \$4 fee for each copy (faxed transcripts are \$6). Students should include the program and dates that they attended in their requests. In accordance with the general practices of colleges and universities, official transcripts with the University seal are sent

directly by the University. Requests should be made one week in advance of the date they are needed. Requests are not processed during examination and registration periods.

Student Records

Under the Family Educational Rights and Privacy Act passed by Congress in 1974, legitimate access to student records has been defined. A student at Fairfield University, who has not waived that right, may see any records that directly pertain to the student. Excluded by statute from inspection is the parents' confidential statement given to the financial aid office and medical records supplied by a physician.

A listing of records maintained, their location, and the means of reviewing them is available in the dean's office. Information contained in student files is available to others using the guidelines below:

1. Confirmation of directory information is available to recognized organizations and agencies. Such information includes name, date of birth, dates of attendance, address.
2. Copies of transcripts will be provided to anyone upon written request of the student. Cost of providing such information must be assumed by the student.
3. All other information, excluding medical records, is available to staff members of the University on a need-to-know basis; prior to the release of additional information, a staff member must prove his or her need to know information to the office responsible for maintaining the records.

Message from the Dean

The field of nursing has changed immeasurably since Florence Nightingale's leadership turned caring for the wounded and sick into a profession. Likewise, the education of nurses has changed dramatically. Students are entering Fairfield University's School of Nursing at a point in time when we are focusing on preparing them for the rapidly changing world of healthcare. Our goal is to establish a caring, diverse academic learning environment that provides one of the world's highest standards of nursing education.



The Fairfield University School of Nursing curriculum prepares future nurses at the baccalaureate and master's levels in an exciting environment that includes classroom and clinical laboratory learning experiences on campus and opportunities to care for patients at numerous clinical sites in hospitals, nursing homes, clinics, and community agencies. Preparation for leadership roles in all healthcare settings is an important goal of the program of study.

The School of Nursing also enhances learning through close relationships with clinical agencies that offer students individualized practicum experiences and by providing opportunities for students to interact with national nursing leaders who are present in the School at various times, adding to the value of a nursing education.

The achievements of the School of Nursing at Fairfield are best represented by student involvement in the Mu Chi Chapter of Sigma Theta Tau International, the honor society for nursing, and by student participation in scholarly activities. Increasingly, students continue their education at the doctoral level.

The faculty believes that the School of Nursing offers a tremendous opportunity for undergraduate and graduate nursing education in a unique academic and professional environment. We invite you to study nursing with us at Fairfield.

Jeanne M. Novotny, Ph.D., RN, FAAN
Dean, School of Nursing

THE SCHOOL OF NURSING PHILOSOPHY

The philosophy of the School of Nursing flows from the mission statement of Fairfield University and gives definition to the Jesuit ideals of social responsibility, truth, and justice. This statement addresses basic tenets held by the faculty for baccalaureate and graduate nursing education. Concepts central to individuals, health, nursing, education, and practice are defined and placed in the context of rapid technological and demographic change that interacts with a healthcare system that is moving from hospital to community settings.

The faculty believes that individuals are biological, psychological, social, and spiritual beings who are unique members of families and of a larger social system. The interaction and communication of individuals within these systems impact upon health, harmony, and well-being. Individuals are capable of autonomy in self-care and respond to changes through a process unique to that person. Nurses are uniquely able to promote this autonomy and self-care. Situational and developmental change represents transitional points in the life cycle that may result in disharmony and/or an opportunity for growth that impacts health and well-being.

The School of Nursing acknowledges that health and social issues are interactive; a strong liberal arts core curriculum must provide students with the theoretical background needed to address that association. Societal values, structure, and beliefs influence the health and wellbeing of the nation. A safe environment and universal access to quality healthcare is the right of all people. Professional nursing organizations exert a social and political force by actively seeking justice and quality healthcare.

Health is a dynamic state of physical, mental, and emotional harmony that permits the individual to affirm and pursue his or her own life goals. Alterations from health are a trajectory from wellness to illness with many variables affecting the quality of life along that continuum. Optimum health begins with nurturing and promoting one's own emotional and spiritual growth, which then extends to respect and caring for others. When recovery from illness is not possible, death is viewed as the final state of life and an opportunity for further growth while compassionate support is provided.

The faculty of the School of Nursing believes that nursing educators have the responsibility to promote caring for one another in a manner that permits intellectual, emotional, and spiritual growth. Within this context, the faculty strives to facilitate students' development in an environment conducive to critical thinking and ethical decision-making. Technological expertise is a prerequisite for the delivery of safe, quality healthcare. An atmosphere conducive to academic excellence is best



facilitated in a climate of mentorship, mutuality, and support. Teaching strategies encourage autonomy, active involvement, leadership, problem solving, reflection, self-awareness, and advocacy, which are all central to professional nursing.

Students are viewed as holistic individuals with multifaceted roles, one of which is that of the learner. As independent adults, students are accountable for their learning. Each student brings unique qualities that contribute to the strength and diversity of the program. Along with a sequence of planned educational experiences, faculty offer support, guidance, and mentoring to students throughout the learning process. Students are encouraged to develop their individual strengths and identify areas of interest as they progress throughout the curriculum. Students emerge as qualified entry-level practitioners, at the baccalaureate or master's levels, who integrate theory and research into practice and use a critical approach to problem solving.

A diversity of educational programs enriches the School of Nursing as well as the University. A variety of undergraduate programs reflect the faculty's view that there are multiple routes to professional nursing practice. In addition, in order to prepare nurses for advanced nursing practice, master's degree programs are offered.

The baccalaureate program prepares students for professional nursing and has as its locus the promotion of health and the diagnosis and treatment of responses to actual and potential health problems in an interpersonal context. The nursing process provides a vehicle to address the healthcare needs of clients.

The faculty believes that professional nurses incorporate caring and holism to help clients attain a higher degree of harmony between the mind, body, and spirit, which facilitates self healing. Nursing fosters caring and nurturing, with responsibility for one another being a central tenet. Nursing research is an integral part of the development and testing of theoretical concepts as they are applied and refined in practice.

The graduate program provides professional nurses with the opportunity for advanced study, beyond the baccalaureate degree, of research, theory, and clinical intervention, which form the basis of specialty nursing practice. The focus of study builds on professional nursing practice and the study of the health-illness continuum as it relates to health policy, patterns of healthcare delivery, and allocation of healthcare resources. Students and faculty collaborate in the development of innovative solutions to healthcare problems in order to serve as client advocates who influence decision-making and bring about change through leadership that improves the health and quality of life for all members of society. Thus, graduate education fosters self-esteem, creative and critical thought, independence, accountability, enhancement of problem-solving skills, and refined clinical judgment.

Because society is rich with diverse religious, ethnic, and cultural groups, professional nurses must be prepared to work with those whose beliefs and values may be different from their own. In order to be sensitive to others, it is first necessary to know and accept one's own values and beliefs. Students and faculty demonstrate mutual respect for the rights of others and appreciation of these differences. These beliefs are consistent with the value-oriented curriculum of Fairfield University, which encourages a commitment to social responsibility, justice, and truth. The School of Nursing brings these ideals to fruition through the education of students in professional nursing practice.

Organizing Framework

The organizing framework for the Fairfield University undergraduate and graduate programs in nursing defines and clarifies major concepts and subconcepts that flow from the University's mission statement and the School of Nursing philosophy. Those major organizing concepts are ethics and social responsibility, holism, nursing practice, and professionalism.

Ethics and Social Responsibility

Commitment to social responsibility, truth, and justice is inherent in the Jesuit ideal and fostered in students as they progress through the undergraduate and graduate curricula.

Nurses have a moral and ethical obligation to provide optimum healthcare to all members of society regardless of culture, race, gender, socioeconomic status, reli-

gion, or age. Nurses advocate within healthcare and political contexts. Vulnerable populations have the right to healthcare, and all individuals should be respected for their diversity and individuality.

Nurses consider the interplay of health and social issues as they care for clients in various stages of health and illness. Students confront the range of ethical dilemmas and value conflicts inherent to care delivery. Students confront their own values and develop an understanding and acceptance of self and others. The study of ethics assists students in addressing ethical dilemmas and resolving value conflicts.

Holism

Human beings are unique individuals who grow in complexity throughout life – physically, mentally, emotionally, socially, and spiritually. The interaction among human beings, and between people and the many environments and cultures in which they live, is considered in planning and providing care.

The physical environment includes climate, geography, air and water quality, and food purity, as they affect health and well-being. The social environment, defined by roles, relationships, and a network of care, influences health and provides support. The cultural environment, which includes family norms, religious beliefs, health beliefs, health practices, and the development of values and mores, influences definitions of health and illness and determines the manner in which health problems are managed. These environments and their interactions with human beings are integral to a holistic perspective.

Nursing Practice

Nurses work with individuals, families, groups, communities, and the larger society in providing care. As students engage in clinical practice, they consider the complex interactions among individuals, families, and communities, and analyze how those interactions influence health.

Nursing practice integrates scientific problem-solving with holistic caring. It is done most often through the nursing process, which requires independent decision-making and critical thinking.

Based on research and theoretical knowledge, the nursing process is used as a problem-solving approach to analyzing information and prioritizing patient-care needs. Integral to this are patient-care management of individuals and groups, and delegation skills.

Nurses diagnose human responses to actual and potential health problems, identify individual strengths and nursing-care needs, and plan and deliver culturally competent care that promotes, maintains, or restores health. Health promotion, health maintenance, and health restoration are concepts that are integral to the

undergraduate and graduate curricula. Health is examined from a wellness-illness perspective. The role of the nurse is conceptualized as helping clients across the life span maximize their optimum potential.

Health promotion consists of those nursing activities that foster growth, development, and healthy lifestyles; it includes disease prevention and health education strategies that respect the client's health beliefs and practices, and are based on a broad theoretical foundation. Health maintenance activities provide the means for the early detection of dysfunction and the management of acute and chronic illness. Health restoration interventions focus on helping clients cope with and adapt to dysfunction, disability, or limitations.

Professionalism

Professional socialization is the process by which behaviors and characteristics of the nursing profession are internalized. Characteristics of professional nursing practice include critical thinking, decision-making, and accountability. Behaviors integral to professional nursing's role are advocacy, political activism, effective communication, collegiality, commitment to life-long learning, scholarship, and the upholding of standards as defined by the profession.

As professionals, nurses function as integral members of multidisciplinary teams, engage in interdependent roles, and collaborate with other healthcare providers, clients, and family members. Collaborative nursing practice requires that nurses be confident in their clinical competence and assume responsibility for decision-making. An expertise in therapeutic communication and assertiveness is critical.

As students progress through the program, they internalize additional elements of the concept of professionalism, such as political awareness (and how such issues affect nursing practice and patient care), and health policy awareness. Students facilitate collaborative processes, make referrals to other healthcare providers, teach others, confer with the individuals and groups being served, and strategize to shape health policy at various levels. The purpose of this collaborative, interdisciplinary activity is to improve care through education, consultation, and management.

Professional nursing practice combines holistic care with evidence-based practice. Nursing research is viewed as the investigation of issues of concern in nursing practice with the aim of answering complex questions and developing knowledge to improve care and potentiate health.

Undergraduate students are introduced to the research process; develop the skills of critiquing published research; explore the interrelation among research, theory, and practice; and use research as a basis for their practice. Graduate students engage in an in-depth analysis of the state of nursing science, perform con-



cept analyses, and conduct a research project. They are expected to contribute to the validation of nursing theories, develop therapeutic interventions with measurable outcomes, integrate research activities into their practice, and contribute to the development of nursing's body of knowledge.

Leadership skills are essential to shape the future of healthcare, and management skills are needed to facilitate the processes of creating that future. The development of leadership skills is required to help others attain goals and possibilities, and to facilitate and effect change. The development of leaders in nursing is fostered throughout the curriculum. Participation in professional organizations and groups, role-modeling, client advocacy, political activism, and fostering a learning environment by mentoring and coaching others is expected.

Graduate Program Objectives

1. Provide advanced nursing assessment, diagnosis, and management to achieve individual and system identified outcomes with respect for cultural diversity and the unique characteristics of the individual, family, and community.
2. Develop cost-effective holistic patient care including information systems for health-care delivery.
3. Use an ethical framework to guide the integration of nursing science and theory to inform clinical judgments, resolve dilemmas in healthcare, and serve as a patient care advocate.
4. Negotiate a role within the healthcare delivery system that provides for collaboration, interdependence, and a professional identity as an advanced nursing professional with specialized knowledge.
5. Communicate effectively in the provision of comprehensive care and leadership in a variety of settings.
6. Provide advanced nursing care and management of healthcare delivery systems using research, evidence based protocols, care models, and scholarly debate.
7. Consistently demonstrate critical thinking in advanced clinical practice and the management of healthcare systems, using the tenets of social responsibility, truth, and justice.
8. Demonstrate continuous self-growth as evidenced by active participation in professional activities.
9. Assume a leadership role within the healthcare system to influence the quality of healthcare delivery through local, regional, and national policies.

THE SCHOOL OF NURSING GRADUATE PROGRAM

The School of Nursing graduate program has two tracks: Practitioner and Healthcare Management. The course of study leads to a master of science in nursing degree and fulfills academic requirements toward certification as an adult nurse practitioner, family nurse practitioner, adult psychiatric nurse practitioner, or in nursing administration, advanced. The faculty encourages students to use and build upon past education and experiences. The School of Nursing has long been recognized for its commitment to individualizing instruction and educational experiences.

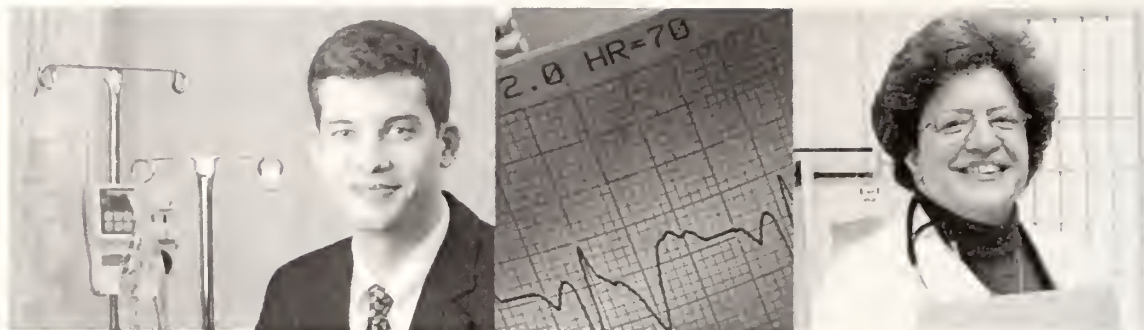
The master's degree program requires 39 to 49 course credits for completion, depending on the track and concentration. All students take five core courses (12 credits) that address role acquisition, holistic health promotion/illness prevention, advanced research and nursing science, health policy, and role transition. Three additional core courses (nine credits) are taken specific to either the practitioner or healthcare management track. Practica experiences in a variety of agencies in surrounding communities allow for synthesis and implementation of theories.

Faculty members in the School of Nursing are exceptionally qualified by academic and clinical preparation. The small student-faculty ratio is an inherent component of the program, particularly as it relates to clinical practice. Each student is assigned to a faculty advisor who works closely with students to monitor progression through the program. Academic counseling, individualized attention, and career planning are integral to the advisement process.

The Practitioner Track

The Master of Science in Nursing (MSN) practitioner track prepares advanced practice nurses to provide quality primary healthcare services to all members of the community, with an emphasis on meeting the unique healthcare needs of culturally diverse and underserved populations. Clinical experiences in a variety of agencies in surrounding communities allow for synthesis of clinical judgment, assessment, diagnostic skills, and theory.

The three concentrations – adult nurse practitioner, family nurse practitioner, and psychiatric nurse practitioner – fulfill the academic requirement for American Nurses Credentialing Center certification. In practice, students work with individuals, families, and groups to provide primary care. Initiated at a client's first point of contact with the healthcare system, primary care is the continuous and comprehensive promotion and maintenance of health, prevention of illness, diagnosis and



treatment, and management or referral of mental and physical problems. Practica in a variety of agencies in surrounding communities provide opportunities to synthesize theory and apply critical thinking in the identification and clinical management of risks and health problems.

The Healthcare Management Track

The MSN healthcare management track is intended to provide an opportunity for non-practitioner graduate education for nursing professionals. This program of study is conducted in collaboration with the Charles F. Dolan School of Business. This track prepares the professional nurse to manage organized healthcare services and develop and implement strategies to improve compliance and quality outcomes in healthcare. Competency in basic office software (eg, Microsoft Office) is required.

This program meets the academic requirement for ANCC certification in nursing administration, advanced. However, students completing the program must contact ANCC regarding work experience requirements prior to applying for certification. Graduates have a broad depth of knowledge in a wide range of management, leadership, and quality issues affecting healthcare systems. Students gain experience through practica working in administration and management of healthcare organizations, performance improvement, and other positions requiring a nursing management education and experience. Potential employers include hospitals, nursing homes, and managed care organizations.

Graduate Program Options

Part-time and full-time programs are available. Curriculum plans for program options are included in the following pages of this catalog. Program options are as follows.

RNs with a Bachelor's Degree in Nursing

An undergraduate level "statistics" course and basic computer literacy are prerequisites for graduate nursing courses. Full and part-time programs of study are offered. This program has been specifically developed to accommodate the needs of adult learners and students with full-time work schedules.

RNs with a Non-Nursing Bachelor's Degree

Registered nurses with a non-nursing bachelor's degree may be admitted directly to the School of Nursing graduate program. Students in this program earn an MSN, but do not earn a bachelor of science in nursing degree. Prerequisites for graduate level nursing courses include statistics, community health, and basic computer literacy for all students. Health assessment is also required for all practitioner students. Fulfillment of these course requirements may be available through portfolio assessment or challenge exam.

Post-Master's Certificate Program

This option is a 30- to 37-credit program of study for those individuals who already have a master's degree in nursing. Credit requirements depend upon previous graduate level courses taken and selected program concentration. Post-master's certificates are available in the adult, family, and psychiatric nurse practitioner concentrations.

Nursing Study Abroad

The School of Nursing offers study abroad opportunities for short-term and semester study at Fairfield University affiliated programs. Selected intersession and summer sessions are available for all students including adult learners and graduate students. For more information contact the Study Abroad office at (203) 254-4000, ext. 4332, or the School of Nursing website at www.fairfield.edu/academic/nursing/index2.htm

GRADUATE COURSES REQUIRED FOR MSN

Practitioner

Graduate Core Courses – all MSN students (12 credits)

NS 501	Holistic Health Promotion/Illness Prevention	(3 credits)
NS 505	Advanced Health Policy	(3 credits)
NS 507	Role Acquisition in Advanced Practice Nursing	(2 credits)
NS 508	Advanced Research and the Development of Nursing Science	(3 credits)
NS 509	Role Transition in Advanced Practice Nursing	(1 credit)

Advanced Practice Core Courses (9 credits)

NS 504	Health Assessment for Advanced Practice	(3 credits)
NS 540	Advanced Physiology and Pathophysiology	(3 credits)
NS 541	Pharmacology for Advanced Practice	(3 credits)

Program Concentration Courses

Adult Nurse Practitioner (21 credits)

NS 538	Primary Care of Adults II	(3 credits)
NS 539	Practicum in Primary Care of Adults II	(5 credits)
NS 542	Primary Care of Adults I	(3 credits)
NS 543	Practicum in Primary Care of Adults I	(3 credits)
NS 547	Primary Care of Special Populations	(2 credits)
NS 548	Practicum in Primary Care of Special Populations	(5 credits)

Family Nurse Practitioner (24 credits)

NS 538	Primary Care of Adults II	(3 credits)
NS 542	Primary Care of Adults I	(3 credits)
NS 543	Practicum in Primary Care of Adults I	(3 credits)
NS 544	Primary Care of the Family	(3 credits)
NS 545	Practicum in Primary Care of the Family	(5 credits)
NS 547	Primary Care of Special Populations	(2 credits)
NS 548	Practicum in Primary Care of Special Populations	(5 credits)

Psychiatric Nurse Practitioner (28 credits)

NS 550	Psychopathology	(3 credits)
NS 552	Mental Health Nursing of Individuals	(3 credits)
NS 559	Psychiatric Assessment & Diagnosis	(3 credits)
NS 560	Practicum I: Mental Health Assessment, Diagnosis & Treatment of Individuals	(4 credits)

NS 561	Mental Health Nursing of Groups & Families	(3 credits)
NS 562	Practicum II: Mental Health Nursing of Groups & Families and Management of Individuals	(5 credits)
NS 563	Primary Mental Health Nursing with Special Populations	(2 credits)
NS 564	Practicum III: Primary Mental Health Nursing with Special Populations	(5 credits)

Healthcare Management (39 credits)

Graduate Core Courses – all MSN students (12 credits)

NS 501	Holistic Health Promotion/Illness Prevention	(3 credits)
NS 505	Advanced Health Policy	(3 credits)
NS 507	Role Acquisition in Advanced Practice Nursing	(2 credits)
NS 508	Advanced Research and the Development of Nursing Science	(3 credits)
NS 509	Role Transition in Advanced Practice Nursing	(1 credit)

Program Concentration Courses (27 credits)

FI 400*	Principles of Finance	(3 credits)
MG 500*	Managing People for Competitive Advantage	(3 credits)
NS 536	Managed Care & Case Management	(3 credits)
IS 500*	Information Systems	(3 credits)
MG 503*	Law and Ethics in Business	(3 credits)
MG 507*	Negotiations and Dispute Resolution	(3 credits)
MK 400*	Marketing Management	(3 credits)
NS 535	Practicum in Healthcare Systems I	(3 credits)
NS 537	Practicum in Healthcare Systems II	(3 credits)

* Charles F. Dolan School of Business courses

CURRICULUM FOR ADULT NURSE PRACTITIONER TRACK

First Year

Fall Semester (3 credits)

NS 540	Advanced Physiology and Pathophysiology	(3 credits)
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January Intersession (2 credits)

NS 507	Role Acquisition in Advanced Practice Nursing	(2 credits)
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Spring Semester (6 credits)

NS 501	Holistic Health Promotion/Illness Prevention	(3 credits)
NS 541	Pharmacology for Advanced Practice	(3 credits)

Second Year

Fall Semester (6 credits)

NS 504	Health Assessment for Advanced Practice	(3 credits)
NS 505	Advanced Health Policy	(3 credits)

Spring Semester (6 credits)

NS 508	Advanced Research and the Development of Nursing Science	(3 credits)
NS 542	Primary Care of Adults I	(3 credits)

Summer Semester (6 credits)

NS 538	Primary Care of Adults II	(3 credits)
NS 543	Practicum in Primary Care of Adults I	(3 credits)

Third Year

Fall Semester (5 credits)

NS 539	Practicum in Primary Care of Adults II	(5 credits)
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Spring Semester (8 credits)

NS 509	Role Transition in Advanced Practice Nursing	(1 credit)
NS 547	Primary Care of Special Populations	(2 credits)
NS 548	Practicum in Primary Care of Special Populations	(5 credits)

Total Credits: 42

CURRICULUM FOR FAMILY NURSE PRACTITIONER TRACK

First Year

Fall Semester (3 credits)

NS 540	Advanced Physiology and Pathophysiology	(3 credits)
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January Intersession (2 credits)

NS 507	Role Acquisition in Advanced Practice Nursing	(2 credits)
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Spring Semester (6 credits)

NS 501	Holistic Health Promotion/Illness Prevention	(3 credits)
NS 541	Pharmacology for Advanced Practice	(3 credits)

Second Year

Fall Semester (6 credits)

NS 504	Health Assessment for Advanced Practice	(3 credits)
NS 505	Advanced Health Policy	(3 credits)

Spring Semester (6 credits)

NS 508	Advanced Research and the Development of Nursing Science	(3 credits)
NS 542	Primary Care of Adults I	(3 credits)

Summer Semester (6 credits)

NS 538	Primary Care of Adults II	(3 credits)
NS 543	Practicum in Primary Care of Adults I	(3 credits)

Third Year

Fall Semester (8 credits)

NS 544	Primary Care of the Family	(3 credits)
NS 545	Practicum in Primary Care of the Family	(5 credits)

Spring Semester (8 credits)

NS 509	Role Transition in Advanced Practice Nursing	(1 credit)
NS 547	Primary Care of Special Populations	(2 credits)
NS 548	Practicum in Primary Care of Special Populations	(5 credits)

Total Credits: 45

CURRICULUM FOR PSYCHIATRIC NURSE PRACTITIONER TRACK

First Year

Fall Semester (6 credits)

NS 505	Advanced Health Policy	(3 credits)
NS 540	Advanced Physiology and Pathophysiology	(3 credits)

January Intercession (2 credits)

NS 507	Role Acquisition in Advanced Practice Nursing	(2 credits)
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Spring Semester (6 credits)

NS 501	Holistic Health Promotion/Illness Prevention	(3 credits)
NS 508	Advanced Research and the Development of Nursing Science	(3 credits)

Second Year

Fall Semester (6 credits)

NS 504	Health Assessment for Advanced Practice	(3 credits)
NS 550	Psychopathology	(3 credits)

Spring Semester (6 credits)

NS 541	Pharmacology for Advanced Practice	(3 credits)
NS 559	Psychiatric Assessment and Diagnosis	(3 credits)

Summer Term (7 credits)

NS 552	Mental Health Nursing of Individuals	(3 credits)
NS 560	Practicum I: Mental Health Assessment, Diagnosis & Treatment of Individuals	(4 credits)

Third Year

Fall Semester (8 credits)

NS 561	Mental Health Nursing of Groups & Families	(3 credits)
NS 562	Practicum II: Mental Health Nursing of Groups & Families and Management of Individuals	(5 credits)

Spring Semester (8 credits)

NS 509	Role Transition in Advanced Practice Nursing	(1 credit)
NS 563	Primary Mental Health Nursing with Special Populations	(2 credits)
NS 564	Practicum III: Primary Mental Health Nursing with Special Populations	(5 credits)

Total Credits: 49

CURRICULUM FOR HEALTH-CARE MANAGEMENT TRACK

**Competency in basic office software (eg, Microsoft Office) is required*

First Year

Fall Semester (3 credits)

NS 505	Advanced Health Policy	(3 credits)
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January Intercession (2 credits)

NS 507	Role Acquisition in Advanced Practice Nursing	(2 credits)
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Spring Semester (6 credits)

NS 501	Holistic Health Promotion/Illness Prevention	(3 credits)
NS 508	Advanced Research the Development of Nursing Science	(3 credits)

Second Year

Fall Semester (6 credits)

MG 500	Managing People for Competitive Advantage	(3 credits)
FI 400	Principles of Finance	(3 credits)

January Intercession (3 credits)

NS 536	Managed Care & Case Management	(3 credits)
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Spring Semester (6 credits)

IS 500	Information Systems	(3 credits)
MG 503	Law and Ethics in Business	(3 credits)

Third Year

Fall Semester (6 credits)

MG 507	Negotiations and Dispute Resolution	(3 credits)
NS 535	Practicum in Healthcare Systems I	(3 credits)

Spring Semester (7 credits)

MK 400	Marketing Management	(3 credits)
NS 509	Role Transition in Advanced Practice Nursing	(1 credit)
NS 537	Practicum in Healthcare Systems II	(3 credits)

Total Credits: 39

CURRICULUM FOR POST-MASTER'S CERTIFICATE

Requirements for the

Post-Master's Adult Nurse Practitioner Track

First Year

Fall Semester (6 credits)

NS 504	Health Assessment for Advanced Practice	(3 credits)
NS 540	Advanced Physiology and Pathophysiology	(3 credits)

Spring Semester (6 credits)

NS 541	Pharmacology for Advanced Practice	(3 credits)
NS 542	Primary Care of Adults I	(3 credits)

Summer Semester (6 credits)

NS 538	Primary Care of Adults II	(3 credits)
NS 543	Practicum in Primary Care of Adults I	(3 credits)

Second Year

Fall Semester (5 credits)

NS 539	Practicum in Primary Care of Adults II	(5 credits)
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Spring Semester (7 credits)

NS 547	Primary Care of Special Populations	(2 credits)
NS 548	Practicum in Primary Care of Special Populations	(5 credits)

Total Credits: 30

Requirements for the

Post-Master's Family Nurse Practitioner Track

First Year

Fall Semester (6 credits)

NS 504	Health Assessment for Advanced Practice	(3 credits)
NS 540	Advanced Physiology and Pathophysiology	(3 credits)

Spring Semester (6 credits)

NS 541	Pharmacology for Advanced Practice	(3 credits)
NS 542	Primary Care of Adults I	(3 credits)

Summer Semester (6 credits)

NS 538	Primary Care of Adults II	(3 credits)
NS 543	Practicum in Primary Care of Adults I	(3 credits)

Second Year

Fall Semester (8 credits)

NS 544	Primary Care of the Family	(3 credits)
NS 545	Practicum in Primary Care of the Family	(5 credits)

Spring Semester (7 credits)

NS 547	Primary Care of Special Populations	(2 credits)
NS 548	Practicum in Primary Care of Special Populations	(5 credits)

Total Credits: 33

CURRICULUM FOR POST-MASTER'S CERTIFICATE

Requirements for the

Post-Master's Psychiatric Nurse Practitioner Track

First Year

Fall Semester (9 credits)

NS 504	Health Assessment for Advanced Practice	(3 credits)
NS 540	Advanced Physiology and Pathophysiology	(3 credits)
NS 550	Psychopathology	(3 credits)

Spring Semester (6 credits)

NS 541	Pharmacology for Advanced Practice	(3 credits)
NS 559	Psychiatric Assessment and Diagnosis	(3 credits)

Summer Semester (7 credits)

NS 552	Mental Health Nursing of Individuals	(3 credits)
NS 560	Practicum I: Mental Health Assessment, Diagnosis & Treatment of Individuals	(4 credits)

Second Year

Fall Semester (8 credits)

NS 561	Mental Health Nursing of Groups & Families	(3 credits)
NS 562	Practicum II: Mental Health Nursing of Groups & Families and Management of Individuals	(5 credits)

Spring Semester (7 credits)

NS 563	Primary Mental Health Nursing with Special Populations	(2 credits)
NS 564	Practicum III: Primary Mental Health Nursing with Special Populations	(5 credits)

Total Credits: 37



COURSE DESCRIPTIONS

Graduate Course Descriptions

NS 501 Holistic Health Promotion/Illness Prevention

This course presents health promotion and disease prevention for the advanced practice nurse within a holistic health framework. Students use epidemiological, social, cultural, and environmental data to draw inferences regarding the health status of populations. The course examines models of health promotion and integrated models of healing, and discusses, within the context of the healing relationship, elements of holistic care and the interaction of mind/body on health. The course identifies specific risk factors for health promotion and disease prevention; explores self-management strategies; and addresses ethical issues that influence health promotion/disease prevention. (42 theory hours) Three credits.

NS 504 Health Assessment for Advanced Practice

This core course focuses on the holistic and comprehensive health assessment of individuals and families across the lifespan and provides a foundation for primary prevention and health promotion through appropriate screening and risk assessment. The course also includes history taking, advanced physical examination, and interpretation of laboratory assessment data. The course provides students with the opportunity to develop the comprehensive assessment skills required for advanced primary care nursing practice. All students complete the course module in comprehensive health assessment. In addition, family nurse practitioner students develop advanced physical examination and laboratory assessment skills, and psychiatric nurse practitioner students develop advanced mental health assessment skills. Lab fee: TBD; approx. \$120. (Prerequisite: demonstrated competency in basic health assessment prior to registration.) (28 theory hours and 28 lab hours) Three credits.

NS 505 Advanced Health Policy

This course focuses on contemporary health policy, its development and implementation, and ways in which nurses can influence it. Students evaluate the impact of health policy on nurses, patients, communities, health-care delivery systems, and the nursing profession as a whole, and examine resource allocation and socioeconomic, political, legal, and ethical factors that influence health policy. (42 theory hours) Three credits.

NS 507 Role Acquisition in Advanced Practice Nursing

This course presents the history behind graduate nursing education and the role it plays in improving the care



of individuals and healthcare systems. It explores the change in roles from baccalaureate- to master's-prepared nurses and examines professional behaviors. The focus of this course surrounds the advanced practice nursing roles of expert clinician, teacher, consultant, and researcher. The course gives special attention to advanced communication and conflict management skills necessary in advanced practice nursing. (28 theory hours) Two credits.

NS 508 Advanced Research and the Development of Nursing Science

This course provides an introduction to the nature of science, the state of the art of nursing and healthcare, and the methods of nursing and healthcare research. The course provides a foundation for the examination of theory-research-practice connections. This foundation allows for informed application of research findings, including critique of research studies, evaluation of instruments, analysis of data, and recognition of methods for disseminating findings. The course includes recognition of research priorities, epidemiological trends, use of national data sets, and collaborative approaches to research, and provides a basis for the critical appraisal of nursing and health research. (42 theory hours) Three credits.

NS 509 Role Transition in Advanced Practice Nursing

The focus of this course surrounds the transition of nurses into the advanced practice nursing roles of expert clinician, teacher, consultant, researcher, advocate, collaborator, and manager of systems. The course examines the behaviors and skills required for these professional roles, with reflection on clinical experiences acquired throughout the advanced practice nursing program. It focuses on problem solving, advanced communication skills, and cultural and ethical issues that influence the advanced practice nursing role. (14 theory hours) One credit.

NS 535 Practicum in Healthcare Systems I

Students apply healthcare management principles in a variety of settings in this practicum. Conferences provide opportunities to share experiences encountered in the work setting as they relate to the role of the MSN providing administrative services in healthcare systems. Students experience the practical application of classroom instruction in any one of a variety of settings

including acute care, home care, long-term care, occupational health, health information systems organizations, healthcare consulting groups, or political/legislative environments. Peer group discussion and faculty-preceptor collaboration lead to increasing independence and accountability in practice. Students and their faculty supervisors develop specific practicum objectives in advance of each experience. (Prerequisites: NS 501, NS 505, NS 507, NS 508, NS 536, MG 500, FI 400, IS 500, MG 503; Pre-/Co-requisite MG 507) (126 clinical hours) Three credits.

NS 536 Managed Care & Case Management

Students explore theories of risk management, risk identification, and prevention in a variety of healthcare systems including managed care organizations, hospital systems, office practices, urgent care centers, and behavioral health systems. Students study performance improvement processes including program design, monitoring performance through data collection, analyzing current performance, and maintaining improvement and review requirements of accrediting agencies along with principles of practitioner credentialing, incident reporting, and documentation. Students work on a risk management or performance improvement project.

In this course, students explore the theoretical, contextual, and practical elements of managed care and case management across the continuum of care. Topics include: benefits management; cost containment; outcomes; patient, provider, and payer satisfaction; case management in the context of healthcare system reform; the rapidly growing elderly patient population; and catastrophic injury survivors. (42 theory hours) Three credits.

NS 537 Practicum in Healthcare Systems II

This practicum builds upon experiences gained in NS 535 to expand student opportunities to apply healthcare management principles in a variety of settings. Peer group discussion, faculty-preceptor collaboration, and faculty, preceptor, and self evaluations lead to increasing independence and accountability in practice. Students and their faculty supervisors develop specific practicum objectives in advance of each experience. Students complete a capstone project that reflects critical thinking, decision-making skills, and the ability to assess, plan, intervene, and evaluate. The capstone is an analysis, synthesis, and utilization of knowledge from previous courses/experiences. (Prerequisite: NS 535; Pre-/Co-requisites: NS 509, MK 400) (126 clinical hours) Three credits.

NS 538 Primary Care of Adults II

This course expands on the primary healthcare of adults concepts begun in NS 542 and includes the assessment, diagnosis, treatment, management, and evaluation of risk factors and problems commonly encountered by the advanced practice nurse in the ambulatory primary healthcare setting. The course examines neurological, psychological, musculoskeletal, rheumatic, dermatological, visual, and men's and women's health problems, while addressing the identifica-

tion and clinical management of abnormal findings generated from age-appropriate screenings and cultural assessments. The course emphasizes critical thinking and clinical judgment as they relate to the development of appropriate differential diagnoses and approaches to the management of problems. (Prerequisite: NS 542; Pre-/Co-requisite: NS 543) (42 theory hours) Three credits.

NS 539 Practicum in Primary Care of Adults II

Students apply theoretical learning about the primary care of adults in an ambulatory primary care setting in this practicum, which builds on primary care skills developed in NS 543. Under the supervision of a nurse practitioner or physician, students provide primary care to adult clients from diverse populations. Clinical conferences provide an opportunity for discussion and sharing of issues encountered in the practicum as they relate to the diagnosis, treatment, management, and prevention of illness, ethical implications, and the promotion of health. In addition, the practicum and conference illustrate and analyze the advanced practice role components of clinical practice, consultation, and collaboration. (Prerequisite: NS 543) (210 clinical hours) Five credits.

NS 540 Advanced Physiology & Pathophysiology

The course focuses on the physiological processes central to biophysical and psychopathologic alterations of function, including analysis of physiologic responses to illness and selected treatment modalities. The course discusses common laboratory data for managing primary care of patients for each system, emphasizing neurologic, immunologic, and endocrinologic components that impact disease, and analyzes the physiological basis of health and disease states across the life span. (42 theory hours) Three credits.

NS 541 Pharmacology for Advanced Practice

This course focuses on the pharmacotherapeutic principles of drugs most commonly used by nurse practitioners in primary care. The course reviews pertinent pathophysiology and emphasizes drug therapy for agent selection, monitoring drug therapy, identifying and avoiding adverse drug reactions and interactions, as well as thorough patient counseling with regard to proper drug usage. This course meets the pharmacology requirement for APRN licensure in Connecticut. (Prerequisite: NS 540) (42 theory hours) Three credits.

NS 542 Primary Care of Adults I

This course focuses on primary health care of the adult, particularly the assessment, diagnosis, treatment, management, and evaluation of risk factors and problems commonly encountered by the advanced practice nurse in the ambulatory primary health care setting. The course examines respiratory, gastrointestinal, hematological, cardiovascular, endocrine, and renal problems and addresses the identification and clinical management of abnormal findings generated from age-appropriate screenings and cultural assessments. The course emphasizes critical thinking and clinical

judgment as they relate to the development of appropriate differential diagnoses and approaches to the management of problems. (Prerequisites: NS 502, NS 503, NS 505, NS 540; Pre/Co-requisites: NS 501, NS 504, NS 541) (42 theory hours) Three credits.

NS 543 Practicum in Primary Care of Adults I

Students apply theoretical learning about the primary care of adults in an ambulatory primary care setting in this practicum. Under the supervision of a nurse practitioner or licensed physician, students provide primary care to adult clients from diverse populations. Clinical conferences provide an opportunity for discussion and sharing of issues encountered in the practicum as they relate to the diagnosis, treatment, management, and prevention of illness; ethical implications; and the promotion of health. The practicum and conferences illustrate and analyze the advanced practice role components of clinical practice, consultation, collaboration, and education. (Prerequisite: NS 542) (126 clinical hours) Three credits.

NS 544 Primary Care of the Family

This course focuses on primary care of children in the context of their families and addresses assessment, diagnosis, treatment, and management of common primary care problems of children encountered in the ambulatory primary care setting. The course considers the unique needs of culturally diverse patients and families, family theory, and the impact of illness and violence on the family. (Prerequisites: NS 542, NS 543; Co-requisite: NS 545) (42 theory hours) Three credits.

NS 545 Practicum in Primary Care of the Family

Students deliver primary care services to families of diverse backgrounds in ambulatory settings under the supervision of a nurse practitioner, certified nurse midwife, or licensed physician in this practicum. Clinical conferences provide opportunities for students to share experiences encountered in the practicum as they relate to diagnosis, treatment, management, and prevention of illness, health promotion, and risk assessment. The practicum and conference illustrate and analyze the specific advanced practice role components of research and change agent skills. (Prerequisite: NS 543; Co-requisite: NS 544) (210 clinical hours) Five credits.

NS 547 Primary Care of Special Populations

Designed to help students integrate learning experiences in the final specialization course of the program, this course focuses on increasingly complex primary care problems. The course addresses increased vulnerability, health fragility, complex management of multiple health problems, and the unique needs of special populations in the community who are at increased risk for illness. Students examine issues of healthcare delivery as they integrate all aspects of the advanced practice nurse role in caring for challenging clients and families. (Prerequisites: NS 544 or NS 538, NS 545 or NS 539; Co-requisite: NS 548) (28 theory hours) Two credits.

NS 548 Practicum in Primary Care of Special Populations

Students deliver primary care services to special populations with complex health problems in a variety of settings in this practicum. Clinical conferences provide opportunities to share experiences encountered in the clinical setting as they relate to health and social problems, management, health promotion, risk assessment, and the role of the nurse practitioner providing primary healthcare services to individuals and families from special populations. The clinical experience helps students integrate advanced practice nurse role components into the clinical management of complex actual or potential health problems. Peer group discussion, faculty-preceptor collaboration, and faculty, preceptor, and self evaluations facilitate increasing independence and accountability in clinical practice. Students complete a capstone project that reflects critical thinking, decision-making skills, and the ability to assess, plan, implement, and evaluate. The capstone project analyzes, synthesizes, and uses knowledge from previous courses/experiences. (Pre/Co-requisite: NS 547) (210 clinical hours) Five credits.

NS 550 Psychopathology

This course examines theories and the dynamics of personality to understand influences that shape human behavior. Theories examined include cognitive, behavioral, developmental, psychodynamic and self psychology as they relate to DSM IV-TR classifications. Neurobiological bases of psychopathology are presented. (42 theory hours) Three credits.

NS 552 Mental Health Nursing of Individuals

Students are provided with an overview of individual psychotherapeutic treatment modalities across the lifespan including psychodynamic, cognitive, behavioral, self-psychology, reminiscence, art therapy, and journaling. The course emphasizes short-term therapeutic strategies and the formation of a therapeutic alliance with individuals. The course also includes alternative therapeutic modalities such as imagery, relaxation techniques, and hypnosis, as well as multicultural issues related to treatment. (Prerequisites: NS 501, NS 504, NS 505, NS 507, NS 508, NS 540, NS 541, NS 550, NS 559) (42 theory hours) Three credits.

NS 559

Psychiatric Assessment and Diagnosis

This course focuses on comprehensive psychiatric assessment and diagnostic skills with individuals and families experiencing acute mental health problems. Students explore the continuum of responses from stress to symptom manifestation. Therapeutic communication techniques and specific interviewing strategies for working with individuals and families in crisis and/or those seeking mental health care are examined. Ethical, legal, and ethno-cultural considerations as they relate to assessment and diagnosis of psychiatric disorders are also discussed. (Prerequisite: NS 550) (42 theory hours) Three credits.

NS 560**Practicum I: Mental Health Assessment, Diagnosis & Treatment of Individuals**

This clinical course gives the student the opportunity to develop assessment, diagnostic skills, and treatment plans with individuals experiencing acute mental health problems. Students conduct comprehensive health assessments, psychiatric evaluations, triage, and crisis intervention. Clinical sites may include emergency rooms, out-patient clinics, in-patient settings, home health care and long-term care settings. Supervision is provided by the preceptor in the clinical agencies as well as by course faculty. (Pre/Co-requisite: NS 552) (168 clinical hours) Four credits.

NS 561 Mental Health Nursing of Groups and Families

This course addresses the basic tenants of group and family therapy for the psychiatric-mental health nurse practitioner. Students examine major concepts of group development, dynamics, and leadership techniques, as well as approaches to family (including the works of Bowen, Haley and Minuchin), with emphasis on techniques and the role of the therapist. Videotape and experiential exercises are used to enhance learning, and ethical and ethnocultural considerations are addressed. (Prerequisite: NS 560; Co-requisite: NS 562) (42 theory hours) Three credits.

NS 562 Practicum II: Mental Health Nursing of Groups & Families and Management of Individuals

This clinical course gives students the opportunity to develop skills in working with individuals, groups, and families. Focus is on ongoing mental health care that includes psychotherapy and pharmacotherapy. These experiences are designed to enhance student skills in assessment, diagnosis, and psychotherapy. Students co-lead groups, do individual brief psychotherapy, and work with families. Clinical sites may include a wide range of settings, such as inpatient, community mental health centers, drug rehabilitation programs, and mental health agencies. Supervision is provided by the preceptors in the clinical agency, as well as by course faculty. (Prerequisite: NS 560; Pre/Co-requisite: NS 561) (210 clinical hours) Five credits.

NS 563 Primary Mental Health Nursing with Special Populations

This course is designed to develop increasing independence in primary mental health nursing with an emphasis on psychopharmacology. Building on knowledge from preceding coursework, students apply theories, multifaceted treatment modalities, cultural and spiritual considerations in the management of complex and/or chronically ill special populations. Current research is examined to investigate the latest knowledge and approaches for treatment of mental health disorders. Students complete a capstone project that reflects critical thinking and decision-making based on the analysis and synthesis of knowledge from previous



courses/experiences. (Prerequisite: NS 562; Co-requisites: NS 509, NS 564) (28 theory hours) Two credits.

NS 564 Practicum III: Primary Mental Health Nursing with Special Populations

This final clinical course gives students the opportunity to further integrate primary mental health skills and the graduate program core content in working with vulnerable populations. Focus is on the continuous and comprehensive care necessary for the promotion of optimal mental health, prevention, and treatment of complex mental health problems and psychiatric disorders. These experiences are designed to synthesize student skills as an advanced practice psychiatric nurse. Clinical sites may include a wide range of settings, such as outpatient clinics, shelters, prisons, inpatient settings, long-term care and home health care. Supervision is provided by the preceptors in the clinical agency, as well as by course faculty. (Prerequisite: NS 562; Co-requisites: NS 509, NS 563) (210 clinical hours) Five credits.

NS 598 Independent Study in Nursing

Through individually designed projects or activities, students work with a faculty member to study a specific area in depth. (Prerequisite: permission of the instructor and dean.) One to five credits.

School of Business Courses:

FI 400 Principles of Finance

This course examines the fundamental principles of modern finance that are instrumental for understanding corporate finance, investments, and financial markets. More specifically, the course covers the time value of money; the functioning of capital markets; valuation of stocks, bonds, and corporate investments; risk measurement; and risk management. Students in this course become familiar with financial data sources and use spreadsheets for solving financial problems. (42 theory hours) Three credits.

IS 500 Information Systems

This course provides a managerial perspective on information systems and technologies and their enabling roles in business strategies and operations. Case studies are used to facilitate discussions of practical applications and issues involving strategic alignments of organizations, resource allocation, integration, planning, and cost/benefit/performance analysis. Information technology software and tools, such as Group Support Systems (GSS), Enterprise Resource Planning (ERP), Customer Relationship Management (CRM), and eCommerce are used at appropriate points during the course. (Prerequisite: Competency in basic office software; e.g., Microsoft Office.) (42 theory hours) Three credits.

MG 500 Managing People for Competitive Advantage

This course focuses on effectively managing people in organizations by emphasizing the critical links between strategy, leadership, organizational change and human resource management. It is premised on the goal of assisting students from all functions — finance, marketing, engineering, accounting — to become leaders who can motivate and mobilize their people to focus on strategic goals. Topics such as the strategic importance of people, leading organizational change, corporate social responsibility, implementing successful mergers and acquisitions, and fundamentals of HR practices are discussed, interweaving management theory with real world practice. Class sessions are a combination of case discussions, experiential exercises, and lectures. (42 theory hours) Three credits.

MG 503 Law and Ethics in Business

This course provides an interdisciplinary overview of the interaction between law, ethics, public policy and business. It enables students to recognize significant ethical and legal issues that impact business, to anticipate and understand legal and policy trends, and to develop skills in logical reasoning and argument in analyzing complex materials. The knowledge gained in this course helps students become more responsible and effective managers of grey areas of business that call for normative judgment and action. Topics include fiduciary duties and loyalty; conflicts of interest; property and the impact of technological advances for intellectual property; justice, equality and fairness; responsibility for others and stakeholder theory; and privacy. Within this context, students become familiar with basic legal procedure and Constitutional values, and with the management of legal and ethical disputes in business. (42 theory hours) Three credits.

MG 507 Negotiations and Dispute Resolution

This course entails extensive discussion of the principles of negotiation and dispute resolution. A major project involves dispute resolutions, such as workplace grievance, loan workouts, or contractual disputes. This course is sequential after MG 503 so that a joint project between the courses is possible. Prerequisite: MG 500. (42 theory hours) Three credits.

MK 400 Marketing Management

This course examines analytical and managerial techniques as applied to the marketing function. Emphasis is on the development of a conceptual framework necessary to plan, organize, direct, and control the product, promotion, distribution, and pricing strategies of the firm. The course also considers the way marketing relates to other units within the firm. (42 theory hours) Three credits.

ADMISSION

Admission Policy

Individuals may apply to the graduate program to pursue a master's degree in nursing or a post-master's certificate. Applicants for a master's degree must hold a bachelor's degree and have earned a quality point average of 3.0 or higher in that program. The School of Nursing admits registered nurses with a baccalaureate degree in Nursing. R.N. applicants who have a non-nursing bachelor's degree will be considered on an individual basis and may be required to complete select prerequisites to be eligible for admission to the MSN program. Applicants for the post-master's certificate must hold a master's degree in nursing from a school accredited by the National League for Nursing or the Commission on Collegiate Nursing Education. All applicants must have a professional nursing license to practice in the state of Connecticut.

International Students

International students must provide a certificate of finances (evidence of adequate financial resources in U.S. dollars) and should apply well in advance of the beginning of the term in which they intend to begin graduate studies. The applicant must submit certified English translations and a course-by-course evaluation of all academic records. All international students whose native language is not English must demonstrate proficiency in the English language. A minimum TOEFL composite score of 550 for the paper test or 213 for the computer-based test is required for admission to the graduate program. Information about TOEFL may be obtained from any U.S. embassy or information office or from Educational Testing Service. TOEFL may be waived for those international students who have earned an undergraduate or graduate degree from a regionally accredited U.S. college or university.

Students with Disabilities

Fairfield University is committed to providing qualified students with disabilities with an equal opportunity to access the benefits, rights, and privileges of its services, programs, and activities in an accessible setting. Furthermore, in compliance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Connecticut laws, the University provides reasonable accommodations to qualified students to reduce the impact of disabilities on academic functioning or upon other major life activities. It is important to note that the University will not alter the essential elements of its courses or programs.

If a student with a disability would like to be considered for accommodations, he or she must make this request in writing and send the supporting documentation to the assistant director of student support services. This should be done prior to the start of the academic semester and is strictly voluntary. However, if a student with a disability chooses not to self-identify and provide the necessary documentation, accommodations need not be provided. All information concerning disabilities is confidential and will only be shared with a student's permission. Fairfield University uses the guidelines suggested by CT AHEAD to determine disabilities and reasonable accommodations.

Send letters requesting accommodations to: David Ryan-Soderlund, assistant director of student support services, Fairfield University, 1073 North Benson Road, Fairfield, CT 06824-5195.

Computer Literacy

Basic computer literacy is expected of graduate students in the School of Nursing. The academic computing division of the University supports Microsoft products (Microsoft Word, Excel, Access, and PowerPoint), which are used throughout the curriculum.

Basic computer literacy is defined as the ability to use:

- word processing software to create, edit, save, print, send attachments, and manipulate document files;
- presentation software to design, show, and print a presentation using text and graphics;
- e-mail to send, receive, and print electronic mail messages; send, receive and open attachments;
- Internet navigation to investigate research topics using search engines; and
- spreadsheets to organize data in a worksheet, create formulas, use functions, copy and paste formulas and functions, and format cells.

Having access to a computer system with the above capabilities is essential for successful completion of the program. There are several computer labs on campus. Labs are equipped with e-mail and word processing, spreadsheet, and presentation software. Printers are available to students in the computer labs.

All students must have a campus StagWeb e-mail account. All University notices, mail, etc. will be sent through StagWeb, and it is recommended that students check their e-mail at least once a day for any mail/notices.

Computer literacy skills are not taught as part of the graduate curriculum. Students not proficient in their use should inform a faculty member, who will help them locate resources from which they may obtain the requisite skills.

Admission Procedure

Applications to the graduate program must be on file by the following dates: April 1 for fall admission or Nov. 1 for spring admission (part-time only).

Students seeking admission must complete the following procedure. Applications are reviewed by the Graduate Admission Committee.

1. Submit a completed application form.
2. Submit a non-refundable application fee of \$55.
3. Submit an admission essay.
4. Submit official transcripts from all universities/ colleges attended, including documentation of an undergraduate statistics course.
5. Submit two letters of recommendation, one of which must be from a current supervisor or professor.
6. Submit official results of the Miller Analogies Test or Graduate Record Exam (not required for post-master's certificate students).
7. Submit a current RN license.
8. Submit proof of immunization or titre for measles and rubella in compliance with Connecticut regulations if born after Dec. 31, 1956.

For an application and additional information, contact the Office of Graduate and Continuing Studies Admission at Fairfield University, 1073 North Benson Road, Fairfield, CT, 06824-5195; telephone: (203) 254-4184.

Miller Analogies Test

The Miller Analogies Test is administered at various sites several times a year. The fee varies depending on the site. Call (800) 622-3231, or visit the website www.tpcweb.com/mat/ for information.

Graduate Record Exam

For information on the Graduate Record Exam, call (609) 683-2002 (Princeton, N.J.), or visit the website www.gre.org/codelst.html. This test is given only at designated sites and only on specified dates.



Special Student Status

Special student status may be granted to individuals who have not completed the admission process but wish to begin taking courses, or who are not seeking a degree or certification. Individuals wishing to enroll as special-status students must submit a completed application form with the accompanying fee and a written request to the dean, specifying the semester for which this status is requested. Students must provide a transcript verifying that they have an earned baccalaureate (or higher) degree.

Special student status is granted for one semester only. Students seeking admission must complete the application process by the end of that semester. Any incomplete grades must be resolved before admission applications can be processed. Individuals enrolled as special-status students may not enroll for more than six credits, may not register on a full-time basis, and are not eligible for any tuition aid or financial support. Credits earned while a special-status student will be applied toward the MSN degree, provided the courses are approved by the faculty advisor and the grade received in each course is a B or better.

Non-Degree Students

Students who hold master's degrees and who are interested in taking courses for professional and/or personal continuing education may be admitted as non-degree students. Individuals wishing to enroll as non-degree students must submit a written request to the dean, specifying the semester for which this status is requested. A completed application form with the accompanying fee must accompany this letter of request. Courses taken under this status may not be considered toward fulfillment of degree requirements.

Compliance Statements and Notifications

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

Fairfield University complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. This report contains a summary of the Fairfield University Security Department's policies and procedures along with crime statistics as required. A copy of this report may be obtained at the Security Department office in Loyola Hall, Room 2, or by calling the department at (203) 254-4090. The Security Department is open 24 hours per day yearlong. The University is in compliance with the Student Right to Know and Campus Security Act (PL 103-542).

Catalog

This catalog pertains only to the graduate programs offered through the School of Nursing at Fairfield University. It is useful as a source of continuing reference and should be saved by the student. The provisions of this bulletin are not an irrevocable contract between Fairfield University and the student. The University reserves the right to change any provision or any requirement at any time.

Non-Discrimination Statement

Fairfield University admits students of any sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap in administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, athletic programs, or other University-administered programs.

Notification of Rights Under FERPA

Fairfield University complies with the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) which defines the rights and protects the privacy of students with regard to their educational records. A listing of records maintained, their location, and the means of reviewing them is available in the Office of the Dean of Students.

The rights afforded to students with respect to their education records under FERPA are:

The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not main-

tained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by Fairfield University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is :

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, D.C. 20202-4605

Title II Report

The Title II Higher Education Reauthorization Act Report is available online at www.fairfield.edu/academic/gradedu/acadinfo.htm.

TUITION, FEES, AND FINANCIAL AID

Tuition and Fees

The schedule of tuition and fees is:

Application for matriculation (not refundable)	\$55
Registration per semester	\$25
Tuition per credit	\$435
Change course fee	\$10
Transcript fee	\$4
Commencement fee (required of all degree recipients)	\$150
Certificate processing fee (post-master's students)	\$15
Lab fee	\$45
Health Assessment clinical fee (NS 504) to be determined and paid directly to agency	Approx \$185
Materials fee	\$15-50
Audit fee (per three-credit course) . . .	\$652.50
Promissory note fee	\$25
Returned check fee	\$30

The University's Trustees reserve the right to change tuition rates and the fee schedule and to make additional changes whenever they believe it necessary.

Full payment of tuition and fees, and authorization for billing a company must accompany registration. Payments may be made in the form of cash (in person only), check, money order, credit card (MasterCard, VISA, or American Express), or online payment at www.fairfield.edu/tuition. All checks are payable to Fairfield University.

Degrees will not be conferred and transcripts will not be issued until students have met all financial obligations to the University.

Deferred Payment

During the fall and spring semesters, eligible students may defer payment on tuition as follows:

1. For students taking fewer than six credits: At registration, the student pays one-half of the total tuition due plus all fees and signs a promissory note for the remaining tuition balance. The promissory note payment due date varies according to each semester.
2. For students taking six credits or more: At registration, the student pays one-fourth of the total tuition due plus all fees and signs a promissory note to pay the remaining balance in three consecutive monthly installments. The promissory note payment due dates vary according to the semester.

Failure to honor the terms of the promissory note will prevent future deferred payments and affect future registrations.

Reimbursement by Employer

Many corporations pay their employees' tuition. Students should check with their employers.

If they are eligible for company reimbursement, students must submit, at in-person registration, a letter on company letterhead acknowledging approval of the course registration and explaining the terms of payment. The terms of this letter, upon approval of the Bursar, will be accepted as a reason for deferring that portion of tuition covered by the reimbursement. Even if covered by reimbursement, all fees (registration, processing, lab, or material) are payable at the time of registration.

Students will be required to sign a promissory note, which requires a \$25 processing fee, acknowledging that any outstanding balance must be paid in full prior to registration for future semesters. A guarantee that payment will be made must be secured at the time of registration with a MasterCard, VISA, or American Express credit card. If the company offers less than 100-percent unconditional reimbursement, the student must pay the difference at the time of registration and sign a promissory note for the balance. Letters can only be accepted on a per-semester basis. Failure to pay before the next registration period will prevent future deferred payments and affect future registrations.

Refund of Tuition

All requests for tuition refunds must be submitted to the appropriate dean's office immediately after withdrawal from class. Fees are not refundable. The request must be in writing and all refunds will be made based on the date notice is received or, if mailed, on the postmarked date according to the following schedule. Refunds of tuition charged on a MasterCard, VISA, or American Express must be applied as a credit to your charge card account. Refunds take two to three weeks to process.

Refund

Before first scheduled class	100 percent
Before second scheduled class . . .	90 percent
Before third scheduled class	80 percent
Before fourth scheduled class	60 percent
Before fifth scheduled class	40 percent
Before sixth scheduled class	20 percent
After sixth scheduled class	No refund

Financial Aid

Advanced Education Nurse Traineeships

A limited number of Advanced Education Nursing Traineeships, made possible through federal legislation, are available through the School of Nursing. The Division of Nursing of the U.S. Public Health Service awards these funds to universities on a competitive basis, and they provide funds to be used toward tuition and fees for full-time students. For information, please contact the School of Nursing office.

Federal Stafford Loans

Under this program, graduate students may apply for up to \$18,500 per academic year, depending on their educational costs. Students demonstrating need (based on federal guidelines) may receive up to \$8,500 of their annual Stafford Loan on a subsidized basis. Any amount of the first \$8,500 for which the student has not demonstrated need (as well as the remaining \$10,000 should they borrow the maximum loan), would be borrowed on an unsubsidized basis.

When a loan is subsidized, the federal government pays the interest for the borrower as long as he or she remains enrolled on at least a half-time basis (six credits) and for a six-month grace period following graduation or withdrawal. When a loan is unsubsidized, the student is responsible for the interest and may pay the interest on a monthly basis or opt to have the interest capitalized and added to the principal.

How to Apply

Students must complete the Free Application for Federal Student Aid and submit it to the federal aid processing center. This can also be done online at www.fafsa.ed.gov. The Title IV code for Fairfield University is **001385**.

Students borrowing for the first time at Fairfield University can apply for the Federal Stafford Loan at <https://laureate.salliemae.com/Laureate>. Students who previously borrowed a Federal Stafford Loan at Fairfield University, need only to notify the Office Financial Aid that they wish to borrow a Federal Stafford Loan.

The Office of Financial Aid will generate an award letter for the student in which he or she will accept the amount desired to borrow. Once the student returns the award letter to the Office of Financial Aid indicating the amount he or she wishes to borrow, the office will then certify and process the loan.

Approved loans will be disbursed in two installments. Students borrowing from Sallie Mae lenders will have their funds electronically disbursed to their University accounts. Students who borrow from other lenders will need to sign their loan checks in the Office of the Bursar before the funds can be applied to their accounts. Receipt of financial aid requires full matriculation in a degree program.

Sallie Mae Signature Loan Program

This loan helps graduate and professional students pay the cost of attending the University. Repayment begins approximately six months after you leave school with interest rates ranging from Prime - 0.5 percent to Prime + 2.0 percent depending on credit worthiness and having/not having a co-borrower. Students may borrow from \$500 to the cost of attendance less financial aid. To apply, go to <https://laureate.salliemae.com/Laureate>.

Tax Deductions

Treasury regulation (1.162.5) permits an income tax deduction for educational expenses (registration fees and the cost of travel, meals, and lodging) undertaken to maintain or improve skills required in one's employment or other trade or business; or meet express requirements of an employer or a law imposed as a condition to retention of employment, job status, or rate of compensation.

Veterans

Veterans may apply educational benefits to degree studies pursued at Fairfield University. Veterans should submit their file numbers at the time of registration. The University Registrar's Office will complete and submit the certification form.

ADMINISTRATION

Dean: Jeanne M. Novotny, Ph.D., RN, FAAN
 Assistant Dean: Theresa Tavella Quell, MSN, RN
 Graduate Program Director: Jean W. Lange, Ph.D., RN
 Director, Learning Resource Center: Diana R. Mager, MSN, RN

FACULTY

Suzanne H. Campbell

Assistant Professor of Nursing
 B.S., M.S., University of Connecticut
 Ph.D., University of Rhode Island

Carol D. Epstein

Associate Professor of Nursing
 B.S.N., Ursuline College
 M.S.N., Ph.D., Case Western Reserve University

Philip A. Greiner

Associate Professor of Nursing
 B.S., Albright College
 B.S.N., M.S.N., D.N.Sc., University of Pennsylvania

Sheila C. Grossman

Professor of Nursing
 B.S., University of Connecticut
 M.S., University of Massachusetts
 Ph.D., University of Connecticut

Jean W. Lange

Associate Professor of Nursing
 B.S.N., State University of New York, Binghamton
 M.N., University of California, Los Angeles
 Ph.D., University of Connecticut

Doris T. Lippman

Professor of Nursing
 B.S.N., Cornell University
 M.A., Fairfield University
 M.Ed., Ed.D., Teachers College, Columbia University

Jeanne M. Novotny

Dean and Professor, School of Nursing
 B.S.N., M.S., Ohio State University
 Ph.D., Kent State University

Joyce Shea

Assistant Professor of Nursing
 B.S., Fairfield University
 M.S.N., Yale University
 D.N.Sc., Yale University



Meredith Wallace

Assistant Professor of Nursing
 B.S.N., Boston University
 M.S.N., Yale University
 Ph.D., New York University

Kathleen Wheeler

Professor of Nursing
 B.S., Cornell University
 M.A., Ph.D., New York University

FACULTY EMERITI

Suzanne MacAvoy

Professor of Nursing, Emerita

1972-2003

Joan M. Mohr

Assistant Professor of Nursing, Emerita

1972-1995

Alice M. Obrig

Assistant Professor of Nursing, Emerita

1973-2001

Phyllis E. Porter

Associate Professor of Nursing, Emerita
Dean, School of Nursing, Emerita

1970-1989

FAIRFIELD UNIVERSITY ADMINISTRATION

Jeffrey P. von Arx, S.J., Ph.D.
President

Charles H. Allen, S.J., M.A.
Executive Assistant to the President

Paul E. Carrier, S.J., Ph.D.
University Chaplain

James M. Bowler, S.J., M.A.
Facilitator of Jesuit and Catholic Mission and Identity

Orin L. Grossman, Ph.D.
Academic Vice President

Mary Frances A.H. Malone, Ph.D.
Associate Academic Vice President

Judith Dobai
Associate Vice President for Enrollment Management

Georgia F. Day, Ph.D.
Assistant Academic Vice President, TRIO Programs

Timothy L. Snyder, Ph.D.
Dean, College of Arts and Sciences

Norman A. Solomon, Ph.D.
Dean, Charles F. Dolan School of Business

Margaret C. Deignan, Ph.D.
Dean, Graduate School of Education and Allied Professions

Edna F. Wilson, Ed.D.
Dean, University College

Evangelos Hadjimichael, Ph.D.
Dean, School of Engineering

Jeanne M. Novotny, Ph.D., RN, FAAN
Dean, School of Nursing

Debnam Chappell, Ph.D.
Dean of Freshmen

Robert C. Russo, M.A.
University Registrar

William J. Lucas, MBA
Vice President for Finance and Administration and Treasurer

Michael S. Maccarone, M.S.
Associate Vice President for Finance

Richard I. Taylor, B.S., C.E.
Associate Vice President for Campus Planning and Operations

Mark J. Guglielmoni, M.A.
Director of Human Resources

Kenneth R. Fontaine, MBA
Controller

James A. Estrada, M.A., M.L.I.S.
Vice President for Information Services and University Librarian

William P. Schimpf, M.Ed.
Vice President for Student Services

Mark C. Reed, M.Ed., MBA
Associate Vice President for Student Services and Dean of Students

Susan N. Birge, Ed.D.
Assistant Vice President for Student Services; Director of Counseling Services

James D. Fitzpatrick, M.A.
Assistant Vice President for Student Services Operations

George E. Diffley, M.A.
Vice President for University Advancement

Fredric C. Wheeler, M.P.A.
Associate Vice President for Development

Martha Milcarek, B.S.
Assistant Vice President for Public Relations

Janet Canepa, B.S.
Director of Alumni Relations

ADMINISTRATORS EMERITI

Aloysius P. Kelley, S.J.
1979-2004
President Emeritus

John A. Barone
1950-1992
Professor of Chemistry and Provost, Emeritus

Barbara D. Bryan
1965-1996
University Librarian, Emerita

Henry J. Murphy, S.J.
1959-1997
Dean of Freshmen, Emeritus

Phyllis E. Porter
1970-1989
*Associate Professor of Nursing, Emerita
Dean, School of Nursing, Emerita*

FAIRFIELD UNIVERSITY BOARD OF TRUSTEES

Nancy A. Altobello '80
 Joseph F. Berardino '72
 E. Gerald Corrigan, Ph.D. '63
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 Thomas A. Franko '69
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 Francis T. Vincent, Jr.
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Trustees Emeriti

James W. Birkenstock
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 L. William Miles, P'95, '85, '84

Round Hill Road

Barlow Road

North Benson Road



Fairfield
UNIVERSITY

Jesuit. Personal. Powerful.



1. Bellarmine Hall
2. Donnarumma Hall
3. Canisius Hall
4. Gonzaga Hall
5. Regis Hall
6. Jagues Hall
7. Campion Hall
8. Loyola Hall
9. Alumni Softball Field
10. Basketball Courts
11. Campion Field
12. University Field
13. Varsity Field

14. Alumni Diamond
15. Dolan Campus
 - A. John C. Dolan Hall
 - B. David J. Dolan House
 - C. Thomas F. Dolan Commons
16. Student Town House Complex
17. Alumni Field
18. Thomas J. Walsh, Jr. Athletic Center
19. McAuliffe Hall
20. Alumni House
21. The Levee
22. Xavier Hall
23. Berchmans Hall

24. Leslie C. Quick, Jr. Recreation Complex
25. Alumni Hall – Sports Arena
26. Tennis Courts
27. John A. Barone Campus Center
28. Rudolph F. Barnow Science Center
29. School of Nursing
30. DiMenna-Nyselius Library
31. Central Utility Facility
32. Grauert Field
 - A. Kosika Hall
 - B. Claver Hall
 - C. New Apartments
33. The Village

34. Jesuit Residence – St. Robert
35. Jesuit Residence – St. Ignatius
36. Bellarmine Pond
37. Charles F. Dolan School of Business
38. Barlow Field
39. Southwell Hall
40. PepsiCo Theatre
41. Maintenance Complex
42. Regina A. Quick Center for the Arts
43. Hopkins Pond
44. Egan Chapel of St. Ignatius
 - Loyola and Pedro Arupe, S.J.
 - Campus Ministry Center

Directions — To reach Fairfield University

- From New York via Connecticut Turnpike (I-95): Take Exit 22. Turn left onto Round Hill Road. Proceed to Barlow Road. Turn right and proceed to the gate on your left, marked by twin stone columns.
- From New Haven via Connecticut Turnpike (I-95): Take Exit 22. Turn right onto North Benson Road (Rt. 135). Turn left at Barlow Road and proceed to the gate marked by twin stone columns on your right.
- From New Haven via Merritt Parkway (Rt. 15): Take Exit 44, take a quick left off the ramp, then take another quick left onto Black Rock Turnpike (Rt. 58), proceed 2 miles to Stillson Road (Rt. 135) and turn right. Bear left onto North Benson Road. There are several entrances on North Benson Road. Consult the University map for the appropriate entrance.
- From New York via Merritt Parkway (Rt. 15): Take Exit 44. Bear left and immediately turn right onto Black Rock Turnpike (Rt. 58), proceed 2 miles to Stillson Road (Rt. 135) and turn right. Bear left onto North Benson Road. There are several entrances on North Benson Road. Consult the University map for the appropriate entrance.



Fairfield UNIVERSITY

Jesuit. Personal. Powerful.

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